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ABSTRACT

Project SELECT (Search for Excellent Leaders To Enter Careers in Teaching) is a consortium of three New York educational institutions--Westchester Community College, a two-year public institution; Pace University, a multi-campus, four-year private institution; and the White Plains Public Schools, a K-12 school system. These entities collaborated to recruit outstanding community college students into teaching, to prepare those recruited in unique ways, and to ease their transition into public school teaching. The project demonstrated that it is possible for three very different institutions to collaborate effectively (as equals) on a project of mutual concern; to develop an orientation and training program that is clinically based and involves school district personnel in addition to university faculty; to identify and recruit into teaching a group of intellectually-strong students from a community college who would not otherwise have considered a career in public school teaching; and to design and implement an appropriate teacher preparation and support program. The project demonstrated that a public school district can play an important role in the recruitment and preparation stages of the process. (LL)

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ED 362 486

Project SELECT

The Comprehensive Program
Fund for the Improvement of Postsecondary Education

FINAL REPORT

Grantee Organization:

White Plains City School District
5 Homeside Lane
White Plains, New York 10605

Grant No.

G008541010

Project Dates:

Starting Date: September 1, 1985
Ending Date: August 31, 1988
Number of Months: 36

Project Director:

Dr. Saul M. Yanofsky
Special Assistant to the Superintendent
White Plains City School District

Fund Program Officer:

Grant Award:

Year 1:	$ 62,183
Year 2:	87,263
Year 3:	75,443
TOTAL:	$224,889

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SUMMARY

Project SELECT demonstrated that it is possible to identify and recruit into teaching, a group of intellectually-strong students from a community college, students who would not otherwise have considered a career in public school teaching. The result of an effective collaboration between Westchester Community College, Pace University and the White Plains City School District, the project has shown that some of the key negative stereotypes and myths about teaching can be dispelled and that an appropriate teacher preparation and support program for these talented people can be designed and implemented well. Lastly, the project has demonstrated that a public school district can play an important role in the recruitment and preparation stages of the process.

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Executive Summary
Project SELECT

I. PROJECT OVERVIEW

Project SELECT (which stands for Search for Excellent Leaders to Enter Careers in Teaching) is a consortium of three organizations located within a 5-mile radius of each other in an area about 15 miles north of New York City: Westchester Community College (WCC), a two-year public institution; Pace University, a multi-campus, four-year private institution; and the White Plain Public Schools (WPPS), a K-12 school system serving a diverse, urban-suburban population. These institutions came together to recruit outstanding community college students into teaching, to prepare those recruited in unique ways, and to ease their transition into public school teaching.

II. BACKGROUND AND ORIGINS

This project stems from the belief, articulated in many of the recent commission reports, that we need to reach out and tap different pools of talent if we are going to raise the caliber of people entering the teaching profession. The specific pool we tried to tap in this project was one composed of mature adults in the early stages of an undergraduate program at a large community college. Our assumption was that, among the ten or eleven thousand students at Westchester Community College, there would be a number of bright, energetic, committed people who could become outstanding public school teachers.

Unique to this project is the collaboration itself. The three institutions serve different populations and, thus, have quite disparate goals. There are basic differences in their institutional missions, their priorities for resource allocation, their organizational and staff incentives, their work habits and their traditions. Nevertheless, leaders from all three institutions agreed that the goal of attracting and retaining more able people for the teaching profession was sufficiently important to find ways to accommodate institutional differences.

III. PROJECT DESCRIPTION

As we review the past three years of Project SELECT, four key assumptions emerge which guided our actions.

First, we believed that intellectually-strong and academically oriented students could be identified at a community college.

The second assumption on which we acted was that students who had not considered teaching as a career would be willing to think about it.

A third assumption was that a number of outstanding students would enter Pace to seek a four-year degree and teacher certification.

Finally, we believed that Pace University and White Plains Public Schools could work together on an integrated, clinically based teacher preparation program.

IV. SUMMARY AND EVALUATION

We have been very pleased with the success of Project SELECT. In sum, we have demonstrated that it is possible:

- For representatives of three very different institutions to collaborate effectively (as equals) on a project of mutual concern;
- To identify from a community college student population a group of outstanding individuals who would not otherwise have considered a career in public school teaching;
- To provide these people at a community college with an introductory course in education, as well as with counseling and support, that sustains an interest in pursuing teaching as a career;
- To provide an easy transition for these community college students into a teacher preparation program, as well as a support system on the university campus which is appropriate for these students who tend to be older and with family responsibilities;
- To develop an orientation and training program that is clinically based and which involves school district personnel in addition to university faculty;
- To facilitate the hiring of graduates of this program by a public school system that has served as a major setting in the teacher preparation program; and
- To demonstrate that the essential components of this project can be continued by the three organizations even after the termination of the Federal grant.

Given the results summarized above, we are encouraged by the potential of tapping non-traditional pools of talent to consider careers in public school teaching. Although the numbers of Project SELECT participants were relatively small (about 100 in the course of the three years), these were quality people who would not otherwise have considered teaching careers.

What we have demonstrated is that it is possible to identify and recruit such people, that it is possible to dispel some of the key myths and stereotypes about teaching that have traditionally kept the very brightest students from considering teaching careers.

Recent surveys and the actual experiences of school districts in the past two years have revealed that the teacher shortage predicted several years ago is not likely to be as severe as anticipated. Nevertheless, while the numbers of teachers needed might not be as great as was feared in the early and mid-eighties, the problem of quality remains. Unless we can somehow tap a larger proportion of intellectually-strong people to enter teaching, our public schools will never improve in significant ways.

Project SELECT demonstrated that the very brightest people at a community college can be recruited into teaching. Using these same techniques (adapted, of course, for different settings), it would be similarly possible to attract other bright people into teaching -- from sources such as private sector and military retirees, outstanding graduates of liberal arts colleges, and people considering changes in careers.

The impact of Project SELECT, then, is by no means limited to community colleges. While we continue to believe that students at community colleges represent a largely-untapped pool of potentially outstanding teachers, the project has also developed recruitment techniques that can be used in a variety of other settings for recruiting talented people into teaching. We know that targeted outreach such as this is required if the talent pool for teaching is to be substantially enriched; Project SELECT has proven that it is possible to do so. More efforts like Project SELECT are necessary if our public school teaching force is ever to reach the level of quality that we need.

1. PROJECT OVERVIEW

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Funded in September, 1985 for three years, Project SELECT was planned in three overlapping stages: the recruitment state, which began at WCC when funding was approved, and continues as the project has been institutionalized at WCC; the preparation state, which began as the first Project SELECT students entered Pace in September, 1986, and continues as WCC students enroll in teacher preparation programs at Pace; and the transition state, which began formally in January, 1988 when the first Project SELECT students began their student teaching in the WPPS. (There was also an informal transition as students had their pre-student teaching field experiences in the WPPS. These experiences are detailed later in this report.)

When funding ended in August, 1988, more than 200 WCC students had been identified as potential Project SELECT students. Twenty-four Project

SELECT students have entered Pace since Fall, 1986. Three have graduated, 21 are currently enrolled and 11 WCC students are preparing to enter Pace to prepare for careers in teaching once they have completed their WCC programs. One of the graduates is employed as a French teacher in WPHS. Six Pace students have student taught or are scheduled to student teach in the White Plains Schools.

II. PURPOSE

Over the past several years, many people from public school staffs, from college of education faculties, from the organized teaching profession and from the private sector have spoken out on the importance of recruiting outstanding people into the teaching profession. (See Darling-Hammond, Feistritzer, Fenstermacher, Rosenholtz, Schlecty, Shanker, and Sykes, for example.) Their expressed concerns, that the people currently choosing to enter the field are of inferior quality, have been echoed by many national and state commission reports issued during the last five years. (See A Nation at Risk, Preparing America's Teachers, and A Nation Prepared: Teachers for the 21st Century, for example). Additionally, these same reports document concerns about the quality of teacher preparation and about the numbers of good teachers who leave the profession each year.

In response to these and other critiques, a number of efforts have been undertaken in recent years to try to recruit and retain more qualified people for the teaching profession. Many states have raised beginning teachers' salaries and offered loan forgiveness programs for prospective teachers. In addition, certification standards have been raised in many

states and a number of teacher preparation programs have established higher grade-point average requirements for admission and retention.

Parallel to these efforts, some significant projects have been started recently, attempting to identify and recruit into teaching cadres of intellectually-able people who might not otherwise have considered teaching as a career. A number of these projects have focussed on bright liberal arts college graduates (e.g., University of Massachusetts, various state-initiated alternate certification programs), some have tapped pools of talented people making mid-career changes, (e.g., Harvard University, George Mason University), and others have looked to retirees from the military and private sector as a source of new teachers (e.g., National Executive Service Corps, George Washington University, Fairleigh Dickinson University).

Project SELECT is a parallel effort to identify a pool of academically strong people who might be interested in a career in teaching.

III. BACKGROUND AND ORIGINS

This project stems from the belief, articulated in many of the recent commission reports, that we need to reach out and tap different pools of talent if we are going to raise the caliber of people entering the teaching profession. The specific pool we tried to tap in this project was one composed of mature adults in the early stages of an undergraduate program at a large community college. Our assumption was that, among the ten or eleven thousand students at Westchester Community College, there would be a

number of bright, energetic, committed people who could become outstanding public school teachers.

Unique to this project is the collaboration itself. The three institutions serve different populations and, thus, have quite disparate goals. There are basic differences in their institutional missions, their priorities for resource allocation, their organizational and staff incentives, their work habits and their traditions. Nevertheless, leaders from all three institutions agreed that the goal of attracting and retaining more able people for the teaching profession was sufficiently important to find ways to accommodate institutional differences.

Westchester Community College

Westchester Community College is a publicly supported, coeducational and fully accredited institution. It is a two-year college, one of 30 community colleges within the State University of New York (SUNY).

Enrollment for the current year is more than 12,000. The average age of a WCC student is older than at most other colleges. For example, the average age of students this fall semester is 25, part-time students average over 29 years of age, and the average for full-time students is more than 21. The number of women in the student body is greater than 50 percent, and minority students constitute 20 percent of the total student population. The average family income is less than $15,000.

In a survey of a recent graduating class it was revealed that 38% of the 850 graduates transferred to other colleges and universities as full-time

students, while an additional 18% continued their education as part-time students.

In general, WCC has a student body that is extremely diverse, in terms both of background and of aspirations. In large part, however, the students are there because they want to be there.

Pace University

Pace University draws its strength from being a unified institution that offers students a choice of three locations in the New York metropolitan area, each with its own distinctive atmosphere, ranging from the quintessentially urban (New York City) to small city (White Plains) to suburban (Pleasantville/Briarcliff).

The School of Education currently offers three baccalaureate degrees and three masters degrees. The baccalaureate degrees include Elementary Education, Early Childhood Development, and Business Education; the masters degrees are in Educational Administration, Curriculum and Instruction, and a Masters of Science for Teachers. Secondary Education is a minor area of study at Pace, and offers teacher certification for grades 7-12 in English, French, Spanish, Biology, Chemistry, General Science, and Mathematics. Teacher certification is also available for the teaching of the Speech and Hearing Handicapped.

The School of Education is committed to the concept of collaborative educational development, from an inter-University perspective and with local education agencies. Illustrative of that commitment are membership

in the Briarcliff Educators network, the Westchester Consortium of Colleges of Teacher Education, and intensive program collaboration with the White Plains School District for the past several years.

The University is accredited by the Middle States Association of Colleges and Secondary Schools, and the School holds membership in the American Association of Colleges for Teacher Education. Eleven full-time Education faculty, seven full-time faculty with dual appointments serve a total of approximately 300 undergraduate majors and 150 students minoring in Education.

White Plains Public Schools

The City of White Plains has a population of almost 50,000. It is the county seat for Westchester County and — with its extensive retail department stores and central location at the hub of several highways — also serves as a regional shopping and commercial center.

The White Plains Public Schools offer a setting for research, development, demonstration and training that is difficult to find in many other school systems. What is most striking is the diversity in its student population, thereby providing in one school system access to many different sub-populations of students: advanced placement, economically disadvantaged, handicapped, artistically gifted and talented, bilingual, and others. About one-third of its 5,330 students in grades K-12 are black, and another fifteen percent are Spanish-surnamed. About thirty cultures are represented among the White Plains populations, a phenomenon that several observers have characterized as a "mini United Nations."

In addition to its eight school/programs serving students in grades K-12, the White Plains school district operates a comprehensive adult education program which serves approximately 10,000 students a year, the largest program of this type in the state. The system also runs a state-supported experimental pre-kindergarten program for sixty students, one of only eight such programs in Westchester County. In brief, the White Plains Public Schools offer the best of two worlds: the stability and high-quality education typically offered by the better suburban school systems, combined with a diverse, multi-ethnic, multi-lingual student population usually found only in urban systems.

IV. PROJECT DESCRIPTION

As we review the past three years of Project SELECT, four key assumption emerge which guided our actions.

First, we believed that intellectually-strong and academically oriented students could be identified at a community college.

We undertook Project SELECT with the belief that we could identify a pool of Westchester Community College students who were outstanding with regard to intellectual ability, maturity, commitment and interpersonal skills. Data showed that each year a number of intellectually-strong students -- mostly older men and women who also were carrying work or family responsibilities -- enrolled at WCC to begin or resume work on an undergraduate degree. Typically, these students progressed slowly toward their A.A. degree, accumulated outstanding grade point averages,

transferred to prestigious four-year colleges and went on to successful professional careers. This was the population that we wanted to identify -- and try to convince to consider a career in teaching.

Over the past three years, we have, in fact, been able to identify and make contact with such a group of students. We have identified them in two ways. Initially, we used the college records of academic achievement. The college generates both a President's list (students with grade point averages of at least 3.75 on a 4.0 scale) and a Dean's list (students with 3.5 to 3.74 grade point averages). Personalized letters, individually signed by the President or the Academic Dean of WCC, were sent to all students on the two lists, inviting them to a President's reception to discuss Project SELECT.

Each semester, two receptions were held on the same date, one in midday and the other in early evening, in an attempt to accommodate the schedules of both day and evening students. The receptions were held in the dining room adjacent to the President's office, a setting not typically used for student gatherings.

An average of about 25 students attended each reception. Typically, attendance was higher during the day than the evening, reflecting both enrollment figures and the difficulty part-time and evening students have fitting additional events into their schedules.

We also solicited referrals from faculty and staff. A letter describing the project and the type of students we were looking for was sent to all

full- and part-time faculty, and we also spoke individually with faculty who teach upper level and honors courses, with counselors and with advisors of certain college clubs. While we felt that faculty referral could be the most powerful source of students because of the personal nature of the referral, the first cohort of faculty and staff referrals was not particularly strong.

We realized that our message was not yet clear — we had not engaged faculty as partners in our search for outstanding students. Despite the quality of the early referrals we continued to believe the faculty could become important agents in the referral process and we sought a way to clarify our message. We began by inviting selected faculty and staff to a small group lunch. Initially we included those who had made referrals and those who taught upper level or honors classes. Later, we asked those who had made appropriate referrals to come and to bring a colleague who might be interested in identifying outstanding students for Project SELECT.

The lunches proved to be a successful technique for improving the quality of faculty and staff referrals. Because the numbers were small (the lunches averaged 15 people) we had the opportunity to engage faculty in understanding the goals of Project SELECT and to answer their questions and discuss their concerns. We helped them to understand that while we were not necessarily discouraging people who already knew they wanted to be teachers, that group was not our target population; we wanted an opportunity to gain access to the very brightest.

Following the luncheon discussions, faculty saw more clearly that we were

looking for students who had many career options and who were not considering teaching as one of those options. Larger numbers of intellectually-strong students referred by faculty subsequently began attending the President's reception.

The second assumption on which we acted was that students who had not considered teaching as a career would be willing to think about it.

We were aware that outstanding students would have a variety of career choices, and that most of them would not have considered teaching as one of their possibilities. However, we were convinced that if we had the opportunity to meet and talk with these students at the receptions, some of them would give serious through to a career in teaching. In fact, that is exactly what happened.

Most of the students who have attended the receptions over the past three years did so initially out of curiosity. They either had not considered a career in teaching or had rejected the possibility, given what they believed to be true about careers in teaching. By talking about the opportunities for outstanding people who enter the teaching profession, and by disabusing them of misconceptions regarding teaching (e.g., availability of jobs, salaries, and working conditions) we found that certain students were open to thinking about teaching as a career.

We were able to approach students in a variety of ways. Once they responded to the invitation to the reception by expressing an interest in Project SELECT, we either spoke to them at the reception or one of the WCC

coordinators met with them. Depending on their situations, some were referred to the Pace or WPPS coordinators and others were recommended to an introductory education course offered at WCC as a part of Project SELECT.

Since WCC had no education program we proposed a new course, "Introduction to Schools and Teaching." There was no curriculum into which this course logically might fit, so it was designed as an interdisciplinary elective course. We felt that the course might serve several purposes. First, it would give those outstanding WCC students who were willing to consider a career in teaching the opportunity to explore that option in some depth. Moreover, it could serve as an additional recruitment effort, allowing students who had not been identified through the routes we had established to pursue an interest in teaching. Finally, the course would give us a chance to get to know those students who had indicated an interest in teaching careers. The information we could gather in that setting would allow us to make some decisions about which students to encourage to pursue a career in teaching.

By the end of the project we had offered the course five times, alternating between day and evening hours to accommodate the different schedules of the WCC students. Thirteen students registered for the first class, eighteen for the second, twenty-six for the third, thirty-three for the fourth, and eight in the fifth. Within each group, we were able to identify students to encourage to continue in teacher preparation programs, as well as students to counsel out. Moreover, many students were able to use the experience of the course to decide if teaching was a career they might pursue.

The course has so far yielded seventeen students who decided to pursue teaching careers and enter Pace. Several other students from the course are pursuing teaching careers at other four-year institutions. Some have not entered Pace because we discouraged them, others sought certification in areas that Pace was not registered for, and a third group — consisting of people whose grade-point averages were not high enough to warrant financial aid — were not able to afford the Pace tuition.

A third assumption was that a number of outstanding students would enter Pace to seek a four-year degree and teacher certification.

As we recruited outstanding students from the WCC population, and as we met with them and/or taught them in the "Introduction for Schools and Teaching" course, we found that certain students expressed strong interest in teaching careers and in entering Pace. In the Fall, 1986 semester, as Project SELECT began its second year, a group of four WCC students recruited through the project, identified as Cohort 1, continued their college studies by enrolling at Pace. None of the four had considered Pace as their four-year college prior to being recruited by Project SELECT, and three of the four had not considered careers in teaching.

While each of these first students in the program would be an interesting case study, descriptions of two of them serve to represent this first cohort and, interestingly, those that followed. Each of the women described below is married, with three children.

One of the students was the WCC valedictorian for the May, 1986 graduating

class. She was working part-time as a nurse and also was completing a nursing curriculum at WCC when she came to the first President's reception, two months prior to her graduation. She confided to us that she had always dreamed of being a teacher. She entered Pace in the Fall of 1986 and is working toward a B.A. in English, with a teaching minor. She has maintained a 4.0 grade point average through three semesters at Pace.

A second Project SELECT student was in the first "Introduction to Schools and Teaching" course, offered in the Spring of 1986. A business major with a 4.0 grade point average, she took the course as an elective in her last semester at WCC. By the end of the course, she had applied to Pace as a French major, education minor. One of the first Project SELECT graduates, she completed her degree summa cum laude and graduated third in her class.

By the end of the third year of Project SELECT, 24 WCC students had enrolled at Pace to pursue education as a major or minor field of study. The students currently enrolled at Pace form an interesting profile. All of them are women (although two of the potential Pace students are men), their average age is 28 and more than half of them are married, with children. Their mean grade point average from WCC was 3.7 and twelve of the fifteen who have completed at least one semester at Pace have been on the Dean's list each semester they have been at Pace. From this group we have students seeking certification in Business Education, Elementary Education, English, French, Mathematics, Science and Spanish.

A serious concern as the project got underway was that the tuition difference between WCC, (a state-supported community college) and Pace (a

private institution) would prevent able students from enrolling at Pace. The financial aid department at Pace had assured us that qualified students would be given priority for academic scholarships and that promise has been realized. More than half of the Project SELECT students have received Pace scholarships, and five current students are receiving free tuition reimbursement.

Finally, we believed that Pace University and White Plains Public Schools could work together on an integrated, clinically based teacher preparation program.

We "hurried" the first cohort of Project SELECT students to begin at Pace so that some students would have completed the Pace program, including student teaching in the White Plains Schools, before the end of the FIPSE funding. Since the first year-and-a-half of the project was devoted to our recruitment efforts at WCC, we were not able to test out this assumption until well into the second year of the project. However, we have had several opportunities to observe Project SELECT students in the White Plains Public Schools.

Three Project SELECT students have completed their student teaching in White Plains, and one of them has been employed as a high school French teacher. Three more Project SELECT students will student teach in White Plains during the Spring, 1989 semester. Many Project SELECT students have also been placed in the White Plains schools for the field work requirements of their education courses.

V. PROJECT RESULTS

The results of Project SELECT can be seen in a number of ways. The first relates to the number and quality of the students we have identified and prepared. Other ways to look at the results are related to the impact on the three institutions involved: the White Plains Schools, Pace University, and Westchester Community College.

Students

A major outcome of Project SELECT can be seen in the students who have participated in the program. There are four cohorts of Project SELECT students that are clearly identifiable. Cohort I consists of three students who have graduated from Pace University. These students present very interesting profiles.

ANN MARIE DUIGNAN completed her B.A. in French, with a minor in Education in August, 1988. Ann Marie graduated summa cum laude. She was third in her class, with an overall grade point average of 3.9 out of 4.0. At the Pace White Plains graduation, Ann Marie received the Mary Dolores Hayes Medal for third honors and academic excellence and the French Award for the outstanding graduate in the study of French. She is currently teaching French in White Plains High School.

SUSAN LITCHFIELD graduated in June, 1988 with a B.S. in Elementary Education. A magna cum laude graduate, Sue had participated in the Pace Honors program and presented an Honors paper on the effects of

residential treatment on the language of young deaf children. She is enrolled in a Master's program at Fordham University.

CATHERINE HACKETT graduated cum laude in Mathematics, with a minor in Education. She completed her B.A. degree in December, 1987. Cathy is currently teaching mathematics and computer science in the Elmsford (NY) School District.

Cohort 2 consists of twelve students who were enrolled at Pace for at least one semester prior to the Fall, 1988 term and are currently active students. Of these twelve students, eleven have been on the Dean's list each of their semesters at Pace, and three of them have maintained a 4.0 grade point average. The median grade point average for this group of students is 3.85. Two of these students present particularly interesting profiles.

CATHERINE (Kay) SPINELLA was the 1986 valedictorian at Westchester Community College. A nursing student, Kay came to the first Project SELECT reception in April, 1986 (two months prior to her graduation) and expressed an interest in teaching. Project SELECT staff were able to help her transfer to Pace where she is an English major and education minor. Kay balances a home, three children, full-time study and part-time nursing while maintaining a 4.0 grade point average at Pace.

ANN HALL entered Pace immediately after her high school graduation. Her college career was not successful and she left Pace on academic

probation. Later, she enrolled at Westchester Community College as a part-time student and completed her Associate's Degree with a B+ average. We in Project SELECT encouraged her to return to Pace and she re-enrolled for the Fall, 1987 term, majoring in Elementary Education. After two full-time semesters Anne has a grade point average of 3.85 and has been on the Dean's list both semesters.

Cohort 3 consists of nine Westchester Community College students who entered Pace for the Fall, 1988 semester. This is the largest cohort to enter in one semester. While we have no data yet about their Pace experience, the median grade point average of this group while they were at Westchester Community College was 3.24.

A fourth cohort of students are those who are completing their Associate's degrees at Westchester Community College and who plan to enter Pace to pursue teaching careers following their graduation from WCC. This cohort currently is made up of 11 students, but this number changes as new students are identified at WCC.

One way to look at these students is by identifying those who would not currently be pursuing careers in teaching had they not been contacted by Project SELECT. While the students who likely would have been teachers without our influence are included in our numbers, those who were pursuing other career paths most clearly represent Project SELECT's primary concern.

Ten of the current students were not considering teaching careers prior to their involvement with Project SELECT at WCC. Interestingly, these ten

women are the older students in the program. Two were in the nursing profession, five were employed in private sector businesses and following a business curriculum at WCC, and three were liberal arts majors (one in Science, one in English and one in Art). When interviewed, most had thought of teaching at an earlier time and not followed through, either because they were discouraged by others or because the exigencies of their lives precluded pursuing a four-year degree.

Legacy for the White Plains Schools

A second outcome from the project, one that grew out of our goal of creating a collaborative relationship between Pace and White Plains Public Schools faculty was the establishment of Student Teaching Centers in the White Plains Public Schools. Prior to Pace's involvement with WPPS, the student teaching experience was a traditional one. When student teaching was evaluated each semester, students often spoke of the isolation, and cooperating teachers often complained about the lack of university support.

Responding to the negative information, particularly reports from the schools, Pace reorganized its student teaching by placing five students in one school for student teaching and assigning the university supervisor to that school for two days/week, observing the students, conducting the student teaching seminar, and working directly with the cooperating teachers and other faculty interested in the Center.

The first Center began after two semesters of discussion between faculty and administration of one White Plains elementary school and Pace faculty. The willingness of all the professionals concerned to rethink the

traditional student teaching experience, on their own time, enabled Pace to completely redesign its student teaching arrangements. The center concept has now been extended to three elementary schools and the High School in White Plains. The development of student teaching centers are a direct result of a collaboration begun with Project SELECT.

Legacy for Pace University

An additional and unexpected outcome resulted from some publicity for Project SELECT. The local newspaper ran a news story detailing the project and followed that with an editorial supporting the project goals of recruiting outstanding people for the teaching profession. The news story and editorial yielded about thirty phone calls from people expressing interest in "joining" Project SELECT. Without exception, these callers were college graduates (many with graduate degrees) who were struck by the emphasis on outstanding people and who overlooked the community college aspect of the project.

The number of potential teachers who already had undergraduate degrees led the Pace School of Education to prepare and submit to the New York State Department of Education a proposal for a master's degree leading to initial teacher certification (an MST degree). The program has been approved and there are currently more than 100 MST students enrolled at Pace, seeking teaching certifications. Interestingly, this program has attracted some outstanding students. More than 40% of the students have graduate degrees (six students have doctorates and four have law degrees) and most come from the private sector, leaving jobs in industry to enter teaching. Two of the first graduates from this program have been hired by White Plains High

school -- one in English, one in Chemistry -- after student teaching in the student teaching center opened at White Plains High School.

There has been a serendipitous result of Project SELECT activities at Pace among faculty on the White Plains campus. The project has been very visible in White Plains, the smallest of the three Pace campuses. The quality of the first cohorts of Project SELECT students has been so high that faculty both within and without of the Education department now assume that all talented Education students are Project SELECT students. Without planning this outcome, Project SELECT has been responsible for alerting the Pace faculty to the fact that Education students are of high quality. This awareness has had a positive impact on the attitude of faculty to the education program and on the attitude of education students toward their own image.

Legacy for Westchester Community College

Despite the termination of Federal funding, the essence of Project SELECT continues on the WCC campus. A Project SELECT office is still in existence, with a faculty member released part-time to staff it and provide information and counseling to interested students.

In addition, the Project SELECT-initiated course, "Introduction to Schools and Teaching," is still being taught at WCC. The recruitment activities also continue, much as they were during the period of Federal funding: the invitations to individuals on the President's List and Dean's List; the invitations to faculty to refer students; and the recruitment receptions in the President's Board room.

Based in part on the success of Project SELECT, WCC is exploring the possibility of creating a pre-professional program in education as a permanent part of its curriculum. Such a program would institutionalize the process of recruiting highly-qualified individuals for teaching, provide them with initial orientation and counseling, and then help them transfer to a four-year college for a certification program.

In addition to the sections above which describe the effects upon (1) the students, (2) the White Plains Public Schools, (3) Pace University and (4) Westchester Community College, there are a number of other important results from Project SELECT:

- The course, "Introduction to Schools and Teaching," gave Project SELECT a definitive presence on the campus of the community college. It became another way to interact with the systems of the institution by representatives of the other partners in the collaboration. It forced a weekly coming together to discuss issues of the course, the nature of the students, what makes for a good teacher, and any other topic of importance. As students began to move to Pace it became a way of providing feedback on what was happening to the students as they moved into the other systems. Frequently, other meetings were scheduled before or after the course to allow for communication. Through the process of teaching, the collaborators came to know each other better, and to clarify ideas about the project. They achieved philosophic and pragmatic agreement about teaching in the heat of jointly reading the students' writings, and agreeing on grading systems. It became the way in which the collaboration took the form of action. Although the course was not a requirement to be part of SELECT, it became an essential programmatic aspect of the Project.

- SELECT students entering Pace found the transitional process negotiated by a faculty member who took a personal interest in them. Working through systems to insure that the maximum number of credits could be transferred, that the correct forms would be submitted to be eligible for financial aid, and a host of other advisement processes, the students from WCC had their own ombudsman smoothing the path. SELECT students handled their requirements well, resulting in most of them remaining on the honors lists of the University. Considering that many had families, as well as other commitments, this achievement is considerable. The students from SELECT gravitated toward each other, given the culture of a campus characterized by youthful students concerned with dating and socializing.

- An advisory committee including leadership from each of the three institutions, business and community leaders evolved. Students were eventually asked to participate with regularity. This became a mechanism for sharing the word locally about the project. It also became a problem solving forum. Critical issues such as minority recruitment were brought to the group, and future funding needs emerged as a question. Methods for raising funds for students to continue was a topic of discussion, as was the issue of institutionalization. The forum of the advisory committee allowed for institutional accountability to each other as well as accountability by the project staff.

- The Project also sponsored a forum in cooperation with the White Plains High School to introduce the option of teaching as a career to the

honors students at the High School. Students became interested in how this could happen and established a committee to understand ways that they could learn more about the option. During the 1987-88 year, a series of seminars and discussion groups related to careers in teaching was held at WPHS for interested high school students.

- The Project was reported at several national meetings including AERA, AACTE and the Association of Community Colleges. Project leadership also participated in the FIPSE forum meetings. Brochures describing Project SELECT were circulated to hundreds of interested individuals, as well as a pamphlet addressed to dispelling the myths about teaching.

- During the final year of project funding, we were approached by a number of community and junior college people who requested additional information about Project SELECT. They were especially interested in our recruitment activities and in the substance of the course, "Introduction to Schools and Teaching." We also have been approached by a variety of other people interested in strategies for attracting intellectually-strong people into teaching. Many of them were impressed by our success in convincing these bright people to at least consider a career in teaching, and by our materials designed to dispel some of the prevailing stereotypes about a teaching career.

VI. EVALUATION

Our evaluation strategy consisted of following the education and career paths of Project SELECT participants, as well as a broader study of impacts upon the three participating institutions. The latter studies were conducted by Dr. Richard Feldman, a faculty member at the Bank Street College of Education, who served under contract as an external evaluator.

The results of these various studies have been summarized in the previous section of this report. As these summaries indicate, we have been very pleased with the success of Project SELECT. In sum, we have demonstrated that it is possible:

- For representatives of three very different institutions to collaborate effectively (as equals) on a project of mutual concern;
- To identify from a community college student population a group of outstanding individuals who would not otherwise have considered a career in public school teaching;
- To provide these people at a community college with an introductory course in education, as well as with counseling and support, that sustains an interest in pursuing teaching as a career;
- To provide an easy transition for these community college students into a teacher preparation program, as well as a support system on the university campus which is appropriate for these students who tend to be older and with family responsibilities;
- To develop an orientation and training program that is clinically based and which involves school district personnel in addition to university faculty;
- To facilitate the hiring of graduates of this program by a public school system that has served as a major setting in the teacher preparation program; and
- To demonstrate that the essential components of this project can be continued by the three organizations even after the termination of the Federal grant.

VII. SUMMARY AND CONCLUSIONS

Given the results summarized above, we are encouraged by the potential of tapping non-traditional pools of talent to consider careers in public school teaching. Although the numbers of Project SELECT participants were relatively small (about 100 in the course of the three years), these were quality people who would not otherwise have considered teaching careers.

What we have demonstrated is that it is possible to identify and recruit such people, that it is possible to dispel some of the key myths and stereotypes about teaching that have traditionally kept the very brightest students from considering teaching careers.

Recent surveys and the actual experiences of school districts in the past two years have revealed that the teacher shortage predicted several years ago is not likely to be as severe as anticipated. Nevertheless, while the numbers of teachers needed might not be as great as was feared in the early and mid-eighties, the problem of quality remains. Unless we can somehow tap a larger proportion of intellectually-strong people to enter teaching, our public schools will never improve in significant ways.

Project SELECT demonstrated that the very brightest people at a community college can be recruited into teaching. Using these same techniques (adapted, of course, for different settings), it would be similarly possible to attract other bright people into teaching — from sources such as private sector and military retirees, outstanding graduates of liberal

arts colleges, and people considering changes in careers.

The impact of Project SELECT, then, is by no means limited to community colleges. While we continue to believe that students at community colleges represent a largely-untapped pool of potentially outstanding teachers, the project has also developed recruitment techniques that can be used in a variety of other settings for recruiting talented people into teaching. We know that targeted outreach such as this is required if the talent pool for teaching is to be substantially enriched; Project SELECT has proven that it is possible to do so. More efforts like Project SELECT are necessary if our public school teaching force is ever to reach the level of quality that we need.

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	Pages
AVSERS-Grants Branch Grants Division, Grants & Contracts Svc. U.S. Dept. of Education Washington, D.C. 20202-4725	E-G008541010	0348-0039		

3. Recipient Organization (Name and complete address, including ZIP code)

White Plains City School District
5 Homeside Lane
White Plains, N.Y. 10605

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
1136007183		☒ Yes ☐ No	☒ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
9/1/85	8/31/88	9/1/85	8/31/88

10. Transactions:	I. Previously Reported	II. This Period	III. Cumulative
a. Total outlays			150,647.73
b. Recipient share of outlays			-0-
c. Federal share of outlays			150,647.73
d. Total unliquidated obligations	[redacted]		-0-
e. Recipient share of unliquidated obligations			-0-
f. Federal share of unliquidated obligations			-0-
g. Total Federal share (Sum of lines c and f)			150,647.73
h. Total Federal funds authorized for this funding period			224,889.00
i. Unobligated balance of Federal funds (Line h minus line g)			74,241.27

11. Indirect Expense	a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☐ Predetermined ☒ Final ☐ Fixed	b. Rate	c. Base	d. Total Amount	e. Federal Share

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Saul M. Manofsky, Superintendent	914-422-2019
Signature of Authorized Certifying Official	**Date Report Submitted**
Saul M. Manofsky	12/30/91

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Standard Form 269A (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

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FINANCIAL STATUS REPORT

(Short Form)

Please type or print legibly. The following general instructions explain how to use the form itself. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. Usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award. You may also contact the Federal agency directly

Item	Entry

1, 2 and 3. Self-explanatory.

4 Enter the employer identification number assigned by the U S Internal Revenue Service.

5 Space reserved for an account number or other identifying number assigned by the recipient.

6 Check *yes* only if this is the last report for the period shown in item 8.

7 Self-explanatory.

8 Unless you have received other instructions from the awarding agency, enter the beginning and ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "grant period" for "funding period."

9. Self-explanatory.

10. The purpose of columns, I, II and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report in *the same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.

10a. Enter total program outlays less any rebates, refunds, or other credits. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to sub-recipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase or decrease in the amounts owed by the recipient for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.

10b. Self-explanatory.

10c. Self-explanatory.

10d. Enter the amount of unliquidated obligations, including unliquidated obligations to subgrantees and contractors.

Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an outlay has not yet been recorded.

Do not include any amounts on line 10d that have been included on lines 10a, b or c.

On the final report, line 10d must be zero.

10e, f, g, h and i. Self-explanatory.

11a. Self-explanatory.

11b. Enter the indirect cost rate in effect during the reporting period.

11c. Enter the amount of the base against which the rate was applied.

11d. Enter the total amount of indirect costs charged during the report period.

11e. Enter the Federal share of the amount in 11d.

Note: If more than one rate was in effect during the period shown in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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